

## **PINE TREE HILL ELEMENTARY**

938 Bishopville Hwy.  
Camden, South Carolina 29020

**GRADES** PK-5 Elementary School

**ENROLLMENT** 620 Students

**PRINCIPAL** Merryrose Radford 803-425-8970

**SUPERINTENDENT** Herbert M. Berg, Ed.D. 803-432-8416

**BOARD CHAIR** Dana A. Morris 803-432-4391

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

#### **AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	44	53	3	0

#### **IMPROVEMENT RATING:**

#### **UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

#### **YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Average	Good	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes

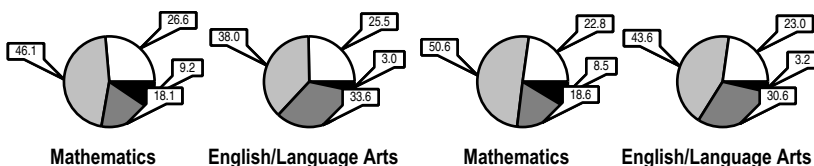
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	292	99.0	24.4	38.4	34.3	3.0	48.0	Yes	Yes
<b>Gender</b>									
Male	156	99.4	30.1	38.4	29.5	2.1	41.1		
Female	136	98.5	17.6	38.4	40.0	4.0	56.0		
<b>Racial/Ethnic Group</b>									
White	156	100.0	22.3	29.1	43.2	5.4	56.8	Yes	Yes
African-American	128	99.2	26.5	49.6	23.9	0.0	38.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	244	99.2	16.9	40.9	38.7	3.6	55.1		
Disabled	48	97.9	60.9	26.1	13.0	0.0	13.0	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	292	99.0	24.4	38.4	34.3	3.0	48.0		
<b>English Proficiency</b>									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	286	99.7	24.0	38.2	34.8	3.0	48.7		
<b>Socio-Economic Status</b>									
Subsidized meals	178	98.3	27.3	44.7	26.1	1.9	41.6	Yes	Yes
Full-pay meals	114	100.0	20.0	29.1	46.4	4.5	57.3		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	292	99.7	26.4	46.2	18.3	9.2	39.6	Yes	Yes
<b>Gender</b>									
Male	156	99.4	25.3	45.9	19.9	8.9	40.4		
Female	136	100.0	27.6	46.5	16.5	9.4	38.6		
<b>Racial/Ethnic Group</b>									
White	156	100.0	19.6	43.2	22.3	14.9	50.7	Yes	Yes
African-American	128	99.2	32.5	51.3	13.7	2.6	27.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	244	100.0	18.1	49.8	21.1	11.0	45.8		
Disabled	48	97.9	67.4	28.3	4.3	0.0	8.7	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	292	99.7	26.4	46.2	18.3	9.2	39.6		
<b>English Proficiency</b>									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	286	99.7	25.1	46.8	18.7	9.4	40.4		
<b>Socio-Economic Status</b>									
Subsidized meals	178	99.4	31.9	49.1	14.7	4.3	30.1	Yes	Yes
Full-pay meals	114	100.0	18.2	41.8	23.6	16.4	53.6		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	94	98.9	16.9	34.8	47.2	1.1	48.3
	<b>Grade 4</b>	96	99.0	22.1	46.5	31.4	N/A	31.4
	<b>Grade 5</b>	105	100.0	38.5	46.9	13.5	1.0	14.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	86	100.0	21.7	33.7	37.3	7.2	44.6
	<b>Grade 4</b>	99	99.0	21.3	34.0	44.7	N/A	44.7
	<b>Grade 5</b>	107	98.1	28.2	49.5	20.4	1.9	22.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	94	100.0	8.9	38.9	32.2	20.0	52.2
	<b>Grade 4</b>	96	100.0	23.3	48.8	18.6	9.3	27.9
	<b>Grade 5</b>	105	100.0	32.3	42.7	19.8	5.2	25.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	86	100.0	22.9	57.8	14.5	4.8	19.3
	<b>Grade 4</b>	99	100.0	22.1	43.2	20.0	14.7	34.7
	<b>Grade 5</b>	107	99.1	32.7	42.3	17.3	7.7	25.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 620)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.1%	Up from 3.4%	3.2%	2.7%
Attendance rate	95.4%	No change	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.0%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%		3.7%	3.5%
Eligible for gifted and talented	18.8%	Up from 16.7%	12.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.8%	Down from 6.5%	9.5%	8.2%
Older than usual for grade	1.0%	Down from 1.3%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.2%	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	53.5%	Down from 54.8%	48.8%	51.4%
Continuing contract teachers	86.0%	Down from 88.1%	87.5%	87.5%
Highly qualified teachers**	97.5%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	2.7%		0.0%	0.0%
Teachers returning from previous year	89.7%	Up from 88.7%	86.2%	86.7%
Teacher attendance rate	92.3%	Down from 94.4%	94.6%	94.9%
Average teacher salary	\$40,172	Down 2.3%	\$40,082	\$40,760
Prof. development days/teacher	14.8 days	Up from 13.5 days	13.2 days	12.4 days

School				
Principal's years at school	11.0	Up from 10.0	3.5	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.5 to 1	18.9 to 1	18.9 to 1
Prime instructional time	81.7%	Down from 87.2%	89.4%	90.0%
Dollars spent per pupil*	\$5,261	Down 18.6%	\$5,817	\$6,044
Percent of expenditures for teacher salaries*	69.8%	Up from 68.1%	66.0%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.9%	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Pine Tree Hill Elementary School is to develop academically successful, technologically prepared, competent, responsible life-long learners by providing a diverse, disciplined, nurturing environment. Pine Tree Hill serves pre-kindergarten through fifth grade with 728 students, 41 teachers, and 54 support staff.

With a student poverty level of 84%, we continue with initiatives to assist students who need extra academic help. We increased the grade levels served by the SOAR to Success Program by adding an additional teacher. This program is a small group intervention program for struggling readers. A Curriculum Coach was added to provide assistance to teachers in implementing best practices in the classroom and to assess curriculum needs school-wide. A technology specialist worked to assist teachers in implementing technology into the classroom. Retraining grant funds provided teachers with a team planning day once a month to work collectively on long range plans and plan lessons meeting South Carolina standards.

Pine Tree Hill Elementary was one of only 14 South Carolina schools to increase its "Absolute" report card ratings for two consecutive years. The school advanced to a rating of "Good."

Our continued growth in population combined with budget cuts negatively impacts our ability to serve our diverse student population. We continue to work with our parents through parent workshops, face-to-face meetings, parent publications, and student recognition programs. We are working to gain the needed support from home for our students and our school.

Pine Tree Hill continues to work to improve and continues to be a school of choice for our attendance area.

Merryrose P. Radford, Principal  
Kimberly Jackson, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	41	92	64
Percent satisfied with learning environment	85.4%	89.0%	87.5%
Percent satisfied with social and physical environment	87.8%	81.3%	75.0%
Percent satisfied with home-school relations	79.5%	88.0%	76.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.